



South Carolina Budget and Control Board

LESSON PLAN: *Virtually A Museum*

Appropriate for 8th and 11th grades

S.C. South Carolina Standards

- Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy.
- Examine the causes and course (of our nation's wars) and the contributions of South Carolinians.
- Identify the stages, characteristics, and key figures (in our nation's wars).
- Make use of maps, graphics, charts, models, and time lines to illustrate and analyze.
- Describe the effect of budgetary and monetary policies on the economy (during a time of war).
- Discuss the nature, challenges, and contributions, of African-American communities, Native American culture, women, and their roles in society.
- Explain the influence of physical geography on South Carolina history.
- Describe the emergence of an American culture.
- Interpret data presented in time lines.
- Create time lines.
- Utilize visual data.
- Compare different stories about a historical figure, era, and event.
- Consider multiple perspectives.
- Explain causes in analyzing historical actions.
- Interrogate historical data.
- Analyze the interests and values of the various people involved.
- Compare and contrast
- Interpret the meaning or significance of events.
- Identify strengths and weaknesses
- Locate, gather, and process information from a variety of primary and secondary sources.
- Prepare maps to display geographic information.
- Prepare various forms of diagrams, tables, and charts to organize and display geographic information.
- Interpret and synthesize information obtained from a variety of sources such as graphs, charts, tables, diagrams, texts, photographs, documents and interviews.

- Communicating in writing
- Communicating graphically
- Communicating with research
- Work with others to gather information

◇ **Museum Pre-visit** ◇

- Have student brainstorm and discuss what things make a good museum exhibit.
- Have student “tour” history related museums on the Internet.
- Have student choose one war in our nation’s history and research the causes and effects of that war. What role did South Carolina play in the war?
- Have student design a museum exhibit on an aspect of the war that they chose to research. They should include a drawing of the proposed exhibit as well as information about the artifacts that they would include. They should also include any written information and time lines that would go with their exhibit.
- Have student answer the question, “What can we learn about the past through viewing a museum exhibit?”

◇ **Museum Visit** ◇

- Have student view all of the exhibits at the museum.
- Have student take notes on how each exhibit is designed and set up.
- Have student pay careful attention to the exhibit(s) dealing with the war they have previously researched.
- Have student make note of the similarities and differences in their exhibit as compared to those they view at the Confederate Relic Room and Museum.
- If it can be arranged have a museum staff member talk about how exhibits are designed and constructed.

◇ **Museum Post-visit** ◇

- Have student complete a Venn diagram comparing and contrasting a museum exhibit with their own.
- Have student review the criteria they came up with originally to include in a museum exhibit. Did they find these elements in the museum exhibits during their visit?
- Have student tell which museum exhibit they found to be the most historically appealing. They should be able to give facts and tell why.